



PRINCIPALS' QUICK REFERENCE GUIDE

2002-2003 School Profile

RANCHO SANTA GERTRUDES

Los Nietos School District

<http://www.losnietos.k12.ca.us/>

Jonathan Vasquez, Principal
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Southern California, Urban, K-5, 527 students



Percent Free/Reduced Lunch: 100%

English Learners: 27%

Demographics:

American Indian/Alaska Native	0%
Asian	0%
Pacific Islander	0%
Filipino	0%
Hispanic/Latino	97%
African American	1%
White (not Hispanic)	2%



API	
Year	Score
2003	730
2002	662
2001	590
2000	513
1999	467

[more API info](#)

Central Focuses of School Reform:

- One major challenge facing the principal was getting the teachers to buy into a common focus. As the instructional leader, he set the course but pointed out to the teachers that they would not be working to bring about these changes without support. However, he made it clear that the vision of the school would have to change radically.
- It was critical to get all the teachers to the point where they were able to speak the same instructional language. Initially, some teachers were highly trained and others were new to teaching. For the past four years, 90 percent of the teachers have attended three- to eight-day summer training sessions on a variety of topics, including Accelerating Literacy, Tribes, and Curriculum Alignment. The principal's goal has been to support all of the teachers becoming highly trained.
- The principal and staff worked hard to learn how to conduct an in-depth analysis of student data, to understand what the data were telling them, and then to modify their teaching to better support student achievement.

Additional Information:

- Data analysis became fruitful when the principal and staff learned to disaggregate student data. They learned to understand the weighting systems and how individual students were performing. The staff realized they had to target their English learners subgroup using the results of their data analysis during the planning year to modify instructional delivery to better meet the academic needs of the English learners.
- Because the staff struggled with feelings of discouragement that their school had been designated an underperforming school, the principal worked hard to support the staff in seeing that the Intermediate Intervention/Underperforming Schools Program plan as a positive one by continually refocusing them on the opportunity it provided them to be able to spend in excess of \$111,000 per year on training to build their skills and, as a result, to improve student performance. The principal told the staff, "If we're going to do this, let's do it right."
- Through the use of Principal Coaches, the principal gained knowledge that was critical in turning a low-achieving school into a high achieving one. Over the course of two years, he has received in-depth training focused on becoming an instructional leader, monitoring ongoing assessment data throughout the school, helping his staff become more reflective in their instructional practices, and developing achievement goals.
- One of the school's greatest strengths is the way in which each grade level meets to discuss and "reflect" upon student achievement results. After unit assessments, teachers meet to have reflection meetings at which they discuss and chart what percentage of students were determined by the assessment to be advanced, proficient, basic, or below basic at mastering the standards being assessed. Teachers share strategies and ideas with each other to make sure that each teacher in the grade level is aware of how the results of the unit assessments were achieved so the best instructional strategies can be replicated in all classrooms.

Research/Resources:

Reeves, Douglas. *Accountability in Action: A Blueprint for Learning Organizations*. 2000.

Web Links:

- [School Site Web Page](#)
- [School Site API Data](#)
- [School Site CBEDS Data](#)